



Bill Moses talks with the cast of "The Kid" prior to their opening scene of their performance at the regional festival in Pennsylvania.

Convocation set for March 23

The March 23 Convocation which will honor President Edward C. Merrill, Jr. for his service to Gallaudet is rapidly approaching, and all members of the campus community are invited to attend the event.

The Convocation is scheduled for 3:30 p.m. in the Field House, and classes will be cancelled so that students can attend.

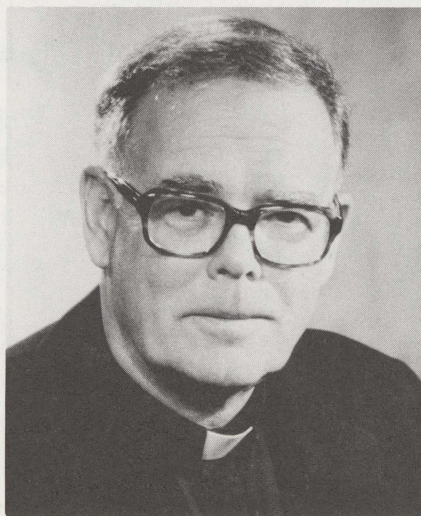
Guest speaker will be the Rev. Timothy S. Healy, president of Georgetown University. He is also a professor of English at Georgetown. Healy will speak on the subject of higher education during the Convocation.

Nanette Fabray MacDougall will preside at the event. A long-time supporter of Gallaudet, she helped set up the MacDougall Creative Writing Awards competition, which will be held again this year at Gallaudet in April.

During the Convocation, the Invocation will be given by the Rev. Steve L. Mathis, former director of Gallaudet's International Center on Deafness. The benediction will be given by the Rev. John Whelan, executive director of the Consortium in the Washington area.

Leaders and representatives from a number of organizations will be on hand to help honor President Merrill. They include T. Alan Hurwitz, representing the deaf community; Leon Auerbach, representing the Gallaudet faculty; Michael Baer representing the Student Body Government; and Gerald "Bummy" Burstein, president of the Gallaudet College Alumni Association. The Gallaudet Dancers will also perform.

A reception in the Ely Center Atrium will be held following the Convocation.



Rev. Timothy Healy



Nanette Fabray MacDougall

"The Kid" goes to Kennedy Center

by Nancy Connors

"The Kid," Gallaudet College's fall theatre production, has been chosen for performance in the American College Theatre Festival XV at the John F. Kennedy Center for the Performing Arts. "The Kid" will open the festival with performances on April 11 and 12 in the Terrace Theatre.

This year more than 400 colleges and universities from across the nation participated in the various activities of the festival. The year's activities culminate with the performance of selected schools at the Kennedy Center. The festival is a production of the University and College Theatre Association a division of the American Theatre Association. It is supported in part by a grant from the U.S. Department of Education and with additional support provided by the AMOCO companies.

"The Kid" is one of seven plays selected from those performed at the 12 regional festivals. Gallaudet College travelled to the Region II festival in Wilkes-Barre, PA in January. At that time "The Kid" returned with awards for excellence in playwriting, set design, technical direction and costume design.

"The Kid" is an original production written and directed by William Moses, chairman of the Theatre Arts Department. Set and technical designs were created by Jeff Grandel, instructor in the department.

Moses wrote the play as a description of the relationships that people form as they grow up. Action opens with the birth of several of the characters. The audience sees one family with their kid as he goes through school and adolescence making friends and enemies.

There is a touch of romance in the play. The Kid marries and we see another kind of relationship grow. During the entire action of the play the costumes as well as the sign, mime and songs illustrate relationships. Each actor has patches on his or her costume, and

the patches are exchanged as a sign of love or friendship. Sometimes patches are taken, showing another kind of power at work in the relationship.

During the critiques of the play at the Regional Festival in Pennsylvania, there were several comments about the "universal theme" of the play. Critics James Leverett, literary manager of the Theatre Communications Group in New York and Julius Novick, theatre critic for the *Village Voice*, commented on the "everyman" portions of the play action. The development of relationships is part of each person's experience in life.

Tickets for the two evening performances of the kid will go on sale mid-March through the Kennedy Center Box Office. There are specially priced tickets for handicapped people available through the Friends of the Kennedy Center. People seeking these special tickets must go to the Friends of the Kennedy Center office in the Hall of States before purchasing their tickets. General admission tickets, not special tickets, may be reserved by calling the Kennedy Center box office after March 18.

There will be seven different plays in the festival. The other plays will be from colleges in Michigan, Louisiana, Oregon, Kansas, California and North Carolina. Full scheduling and ticket information will appear in the local newspapers closer to the festival time.

Bryant Gumbel lectures Thursday

Don't forget that this Thursday, March 10, Bryant Gumbel will be coming to campus as the first Amos Kendall Lecturer this semester. His presentation will be held at 7:30 p.m. in the Elstad Auditorium.

Gumbel, host of the "Today Show" and former sportscaster, will speak on "Richard Nixon, Pete Rose and the Medium that Brought You Both: The Transition from Sports to Today." Before he joined NBC's "Today" as its anchorman in January, 1982 he was widely known as an NBC Sports host and previously served as sports director for KNBC, the NBC television station in Los Angeles.

Free tickets for the lecture can be picked up at the Elstad Auditorium Box Office on the following dates:

Mon. March 7, 3-6 p.m.
Tues. March 8, 3-6 p.m.
Wed. March 9, 3-6 p.m.
Thurs. March 10, 4-7:30 p.m.

An open reception in Ely Center will follow Gumbel's lecture.

The second speaker in the Amos Kendall Lecture Series will be Gloria Steinem, an editor with *Ms. Magazine*. She will be coming to Gallaudet on April 11. A third Amos Kendall Lecture will be held in May.

Vernon to speak at Graduate Colloquium

Dr. McCay Vernon of Western Maryland College will address the Gallaudet faculty and student body on Thursday, March 10 at 4 p.m. in the Ely Center Auditorium.

Dr. Vernon is a guest speaker for the Graduate Colloquium series and will discuss educational/classroom management issues related to the rubella students.

Serendipity

Library Bits & Pieces

The ins and outs of videotapes

by Eileen Ford

Whether you are faculty, staff or student, chances are you have used videotapes for business, instruction or enjoyment. In the past two months, videotapes for individual use have been viewed more than 1,400 times in the Individualized Learning area of the Library.

We receive calls daily from many departments and individuals on campus concerning the care and usage of videotapes. Here are some helpful suggestions which may assist you in taking the best care for proper and long time usage.

- Store videotapes in an area which is cool and not humid. Storing videotapes in a warm, humid climate can create a moisture build-up on the magnetic tape, causing the tape to stick together. This affects the playing of the tape in addition to affecting the equipment.

- Stand videotapes upright. Stacking videotapes on top of each other or laying them flat can affect some of the springs and mechanisms inside the videotapes which are vital for proper playing.

- When playing videotapes, never leave them on "pause" for more than a few seconds if necessary. Leaving a tape on pause too long can cause it to stretch which can lead to tape breakage. Another result of pausing the tape are interruptions or a jumping motion on the TV screen.

- Stopping a videotape in the middle and not rewinding can result in videotapes not being packed evenly; this sometimes makes it difficult to forward or may cause tape breakage. (Not to mention that sometimes programs end in the middle and the next user may think there is nothing on the videotape at all.)

With the widespread usage of videotapes, additional formats have been developed, many of which are more economical. At Gallaudet we primarily use what is called 3/4" U-Matic Videocassettes. The 3/4" refers to the actual size. However, many departments and individuals receive videotapes from other sources which may be useful for evaluation or instructional purposes. We receive questions daily for Beta and VHS formats which are both 1/2" videotapes. Often time people will say they have a half inch tape which can also be a half inch open reel videotape which is actually on a reel.

Beta and VHS tapes are also recorded on one of three speeds based on the capabilities of the videorecorder. We presently are able to assist Beta II users; however, Beta I and III and VHS users will have to have their tapes transferred for campus use.

One final note: we receive many visitors who bring videotapes from different countries and wish to share them with us. Unfortunately, different countries use different standards from America which requires converting tapes to those specific standards. Therefore, a foreign videotape may be Beta, VHS, or U-Matic and not compatible with our equipment.



Creative Arts winners Rodney Alston, Brian Morris and Raychelle Harris talk with KDES Primary Teacher JoAnn Mackinson.

Students honored in creative contest

Three KDES students and one MSSD student were honored recently for their talents in a national creative arts contest for deaf students.

Raychelle Harris won first place for signing "Out Here On My Own," a song sung by Irene Cara in the movie "Fame," and Brian Morris won second place for signing "Heartlight," a song by Neil Diamond. Both entered the in-

terpreted song category in the six to nine age group. Rodney Alston received honorable mention for signing "Everyday People" by Sly and the Family Stone. He entered the same category in the 10 to 14 age group.

MSSD student Brian Buckley also received honorable mention in the performing arts category for his performance in the MSSD theatre production of "The Ugly Duckling." Videotapes of the performing students were sent to Chicago for the contest.

These students have been invited to an awards banquet in Greensboro, NC to honor the eastern region participants. They will also go to Chicago on April 29 to compete with students from the central region for a grand prize.

KDES instructors Belinda Burgess Purcell and JoAnn Mackinson worked with the KDES students to help prepare them for the competition.

Ole Jim schedule

The upstairs dining area in the Alumni House will be closed during the week of March 14-18 for both lunch and Happy Hour. Persons with the following Social Security numbers can come to the Alumni House to claim a free lunch valid from March 8-11 and 21:

212-68-2200
228-56-0270
126-38-1106
577-90-2682
344-42-9077
167-44-0072
499-54-5459
315-50-4481
267-82-1257
160-32-6508
369-20-6470
579-66-8253
223-82-0913
213-54-6299
219-80-4570

Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for Kendall Green faculty, staff and graduate students. More details on programs of interest can be obtained from the Office of Sponsored Research, x5030 (voice or TDD).

Deadline	Program
03/14/83	NEH: Humanities Program Development Pre-Applications
03/15/83	NIE: Research Grants on Law and Government Studies in Education (Major Grants)
03/15/83	IMS: Institute of Museum Services Grant Program
03/15/83	ED: Pell Grants
03/17/83	ED: Student Initiated Research Program-Handicapped Education
03/17/83	ED: Handicapped Children's Services
03/17/83	ED: Handicapped Education Centers
03/18/83	ED: Regional Education Program
03/29/83	ED: FIPSE Comprehensive Grant Applications
03/30/83	ED: National Diffusion Network-New Projects
04/01/83	NEH: Summer Seminars for College Teachers for 1983
04/01/83	ED: Handicapped Research and Demonstra-

04/04/83

tion Program (Field Initiated Continuations)
NIE: Research Grants on Law and Government Studies in Education (Small Grants)

WEEAP projects

The U.S. Department of Education is inviting applications for new projects under the Women's Educational Equity Act Program. The aim of the program is to develop educational materials and model programs to promote women's educational equity.

Five priority areas have been identified: projects on Title IX compliance, projects on educational equity for racial and ethnic minority women and girls, projects on educational equity for disabled women and girls, projects to influence leaders in educational policy and administration, and projects to eliminate persistent barriers to educational equity for women.

It is estimated that \$5.76 million will be available for Fiscal Year 1983 through the Continuing Resolution enacted by Congress on Dec. 21, 1982. The closing date for submitting applications is April 25, 1983.

For further information, contact the Office of Sponsored Research or Dr. Leslie R. Wolfe, Director, Women's Educational Equity Act Program, U.S. Department of Education (Room 2031, FOB-6), 400 Maryland Ave. SW, Washington, D.C. 20202, 245-2181.

Fairmount comes to area

The Reston Community Center Theatre in Virginia will present a performance of the Fairmount Theatre of the Deaf March 25. "The Circus Show of Hands" for children will be held at 2 and 4 p.m. followed by an 8 p.m. performance of "Communication Stations" for adults.

For further information call 476-5400 voice only. Some of the proceeds will be used to install a TDD at the Reston Community Center.



Students practice for the MSSD Rock Concert to be held March 11 and 12 in the MSSD Auditorium. Above them is one of the sound sculptures used in the performance. For ticket information, call 543-PLAY.

A Message from the President

A visit to California

While visiting foundations on the West Coast recently, I met with the Rev. Robert MacFarlane who had assisted the College in its endeavors to bring museum-quality art to the campus. The following is part of my trip report from this California visit:

On Monday evening, Feb. 14, I arrived in Los Angeles and took a cab to meet Robbie. We went to his home where he had arranged a dinner party with two couples: Annette and David Smith, and Gwyn and Geer Morton. Geer is an artist and he brought some of his paintings along so we could look at them.

On Tuesday, Feb. 15, Robbie and I met with Robert B. Egelston, Chairman of the Board of the Capital Group, Inc. I reviewed the background and role of Gallaudet College for him. I gave him a copy of the Annual Report and explained the importance of visual art on our campus. We talked with him for 30 minutes or so and then he had a meeting to attend. He invited us to go through the two floors of art and to decide what we would like to borrow. He assured us that this could be arranged. Robbie and I then walked around the two floors which had been office "landscaped" with art hung

Bragg to perform

Dramatic actor and mime Bernard Bragg, who works with Gallaudet's Alumni and Public Relations Office, will perform on March 11 for the Folklore Society of Greater Washington's March program.

The event will be held at 8:30 p.m. at the Washington Ethical Society auditorium, 7750 16th St. NW (near Kalmia Road). Admission is \$4 for non-members of FSGW.

Bragg will present an evening of sign and mime for the program. For further information, call 281-2228.

throughout. He had an entire series of seven or eight prints by Jasper Johns, for example. Robbie will make some recommendations concerning items that we should borrow or that would work well with items from another collection. In any event, Mr. Egelston was very receptive and seemed willing to respond to any reasonable requests which we might take.

Following the meeting with Egelston, Robbie and I met Bob Rowan, a member of our Arts Council, at the L.A. Louvre Gallery at 55 North Venice Boulevard. Bob had just bought a painting by Charles Garabedian about which he was quite excited. He felt that Garabedian's work had been established now and that it would be increasingly well known and valuable. We discussed the future of the Arts Council and a plan for exhibits to be brought to the campus. (Editor's Note: Members of the President's Arts Council are Olga Hirshhorn, Joan Brown, Harry Drake and Robert Rowan.)

Bob feels that this plan should not be restrictive. It should be in the form of guidelines; nevertheless, it could present goals for the art program here, a rationale for such goals and a review of possible settings for art. As we discussed this, he mentioned that Gallaudet does not really have space for large paintings, paintings 10'x12' and so on. He encouraged us to find a building or a large room in a building and to make a gallery out of it. This could be done very cheaply by painting it and providing necessary light. It would enable the College to borrow larger paintings, provide better security and have more of a focus on special art on the campus.

We will have a draft of a plan for future exhibits for the May meeting of the President's Arts Council. The agenda for the May meeting would also contain the review of a Holt proposal for a sculpture at Kendall School as well as a review of the plan for art on Kendall Green. Bob and I moved from this to the discussion of planning for a possible ceramics exhibit later this year or the early part of next year. Such an exhibit could contain pieces from Price, Giehooley and Arneson.



Zhu-Li Wang, a teacher from Tianjin, China, talks with MSSD Principal Mary Hockersmith during her visit here Feb. 23. Wang is spending a year in Philadelphia with its International Program before she returns to China to set up a school for the deaf.

Supreme Court rules on FCC role in TV access for hearing impaired

The Supreme Court has ruled that the Federal Communications Commission (FCC) is not required by Section 504 of the Rehabilitation Act to evaluate a public television station's service to hearing impaired viewers by a stronger standard than applicable to commercial stations in its licensing proceedings.

Community Television of Southern California v. Gottfried, No. 81-298, was decided on Feb. 22. The case arose when Susan Gottfried, a deaf woman, requested that the FCC deny licenses to Los Angeles commercial and public stations for lack of sufficient accessible programming for hearing impaired people.

In its ruling, the Court held that Congress intended enforcement of Section 504 violations to the federal agency that gives out the money to public television stations, not the FCC. But if a licensee should be found in violation of the Rehabilitation Act, the FCC must consider such a violation in determining that station's license renewal.

The Court recognized that "(t)he interest in having all television stations—public and commercial—consider and serve their handicapped viewers is equally strong." But until Congress or the FCC requires a stronger public in-

terest standard for public television stations over commercial stations, the FCC can decline to impose a greater obligation on public stations than on commercial stations to provide special programming for hearing impaired people.

Two dissenting Justices agreed with the Court of Appeals decision that Section 504 requires the FCC not to renew the public television station's license until the FCC makes an inquiry into the station's efforts to meet the programming needs of hearing impaired people.

For further information about this case, contact the National Center for Law and the Deaf, x5454.

—prepared by the NCLD

Ely to get new chairs

The Ely Center is currently in the process of ordering new chairs for the Snack Bar area due to the potential safety problem with the current chairs.

In the interim, the damaged chairs will be removed and temporarily replaced with orange metal conference chairs. It is hoped that the new chairs will arrive as soon as possible. Please excuse any inconvenience this might cause.

Calendar of Extension Events

The following extension programs are being planned throughout the United States. For more information about upcoming events, contact the campus sponsor or the Office of Extension Programs. If you plan to give any off-campus presentation, workshops or courses on behalf of Gallaudet, please contact Continuing Education, x5599.

KEY:

GCEC—Gallaudet College Extension Center
NECC—Northern Essex Community College
ED—Department of Education
JCCC—Johnson County Community College

DATE	PROGRAM
03-04-83	WKSP: Reading Assessment
03-07-83	Southwest Superintendents Conference
03-11-83	Supervisors Workshop
03-18-83	Reading Workshop
03-18-83*	Needs Assessment
03-19-83	Parents Wksp: "Adolescence"
03-21-83	Northeast Superintendents Conference
03-22-83	WKSP: Career Education
03-23-83*	Follow-up on Dorm Workshop
03-25-83	Needs Assessment

*Tentative

ASP—Affiliated Schools Program
PSA—Primary Service Area
ICD—International Center of Deafness
RI—Research Institute
NCLD—National Center for Law & the Deaf
SSOF—Special School of the Future
PACE—Programs in Adult & Community Education
DSC—Department of Sign Communication
ES—Extension & Summer Programs
Prof. Off.—Professional Development Office/National Academy
OT—Office of Training, National Academy (DPS)
SEHS—School of Education & Human Services
PCO—Pre-College Outreach
CCE—College for Continuing Education

REQUESTOR & LOCATION	CAMPUS SPONSOR
Virginia S.D., Hampton	ASP/PSA
Texas S.D., Austin	DPS
Ohio Resource Center	ASP/PSA
Virginia S.D., Staunton	ASP/PSA
Delavan, WS	PACE
New Hampshire	SSOF
Connecticut	DPS
Virginia S.D., Staunton	ASP/PSA
Maine	SSOF
Pittsburgh, PA	PACE



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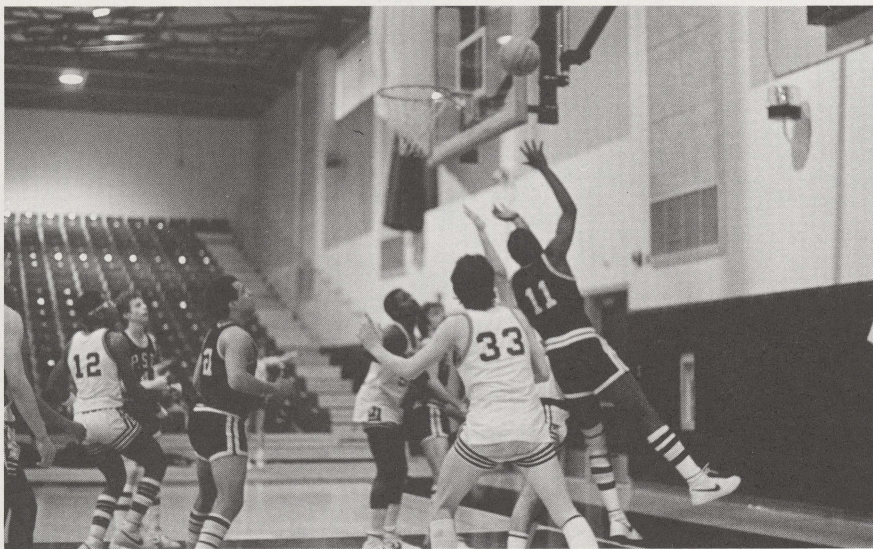
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Gallaudet College is an equal opportunity employer-education institution. Programs and services offered by Gallaudet College received substantial financial support from the Department of Education.



Pennsylvania School for the Deaf competes with New York School for the Deaf in the 51st Annual ESDAA Basketball Tournament and Cheerleading Competition. New Jersey School for the Deaf upset topseeded MSSD for the championship. The games were held at the Gallaudet field house Feb. 24-26. Maryland School for the Deaf captured third place and Lexington School for the Deaf fourth. New Jersey School for the Deaf also won the cheerleading competition.

Q's and A's about AT&T

by Donna Fox

On Jan. 8, 1982 American Telephone and Telegraph (AT&T) agreed to a breakup plan (consent decree) proposed by the Justice Department and modified by the Federal District Court that would separate the local operating companies from AT&T. The 1982 consent decree ended an eight-year legal battle between AT&T and the government.

With the breakup of AT&T, there are changes in the structure of the telephone industry as well as alterations in prices, services and policies that govern telecommunications. These changes will impact us all as business and resident users.

The final separation of AT&T and the local operating companies will take place Jan. 1, 1984. AT&T will retain the same name and it will have the most lucrative parts of the Bell System: the equipment manufacturing subsidiary, Western Electric; the research and development arm, Bell Labs; AT&T long lines division; and American Bell, a new subsidiary which will operate Bell Phone Stores, sell and install switching systems and enter the market with advanced technology in business information systems.

Although the situation may change since these facts are pending the regulatory appeals process, the following questions address what will happen based on the current situation:

Q: Who will regulate the new telecommunications companies?

A: Local operating service will remain under the jurisdiction of each state Public Utility Commission and the Federal Communications Commission. As of January, 1984 AT&T Long Lines, MCI, Southern Pacific Sprint and possibly other long distance carriers will be totally deregulated. American Bell Inc., a new subsidiary of AT&T, will enter the marketplace with network data communication products and services and will not be regulated.

Q: Will resident telephone bills increase? What about business rates?

A: Yes, resident rates will increase. The exact amount of the increase is pending the filing and approval of tariffs in local jurisdictions. Residents will be hit the hardest by rate increases since rates will reflect actual costs rather than being subsidized by business rates and long distance revenues, as in the past. Business rates may decrease, and resident rates are predicted to increase

in the near future. C&P, however, is proposing an optional measured service which would make local rates "usage sensitive"—the longer you talk, the more you would pay.

Q: How many telephone bills will I receive after January, 1984?

A: Sometime early next year residents and businesses will perhaps receive one bill for local services and one bill for long distance services. Courts are still battling over whether local operating companies can bill for AT&T long distance services after the divestiture. Residents and businesses can choose any long distance carrier such as MCI, AT&T Long Lines, Southern Pacific Sprint and others listed in the telephone directory.

Q: What are the pros and cons of buying vs. leasing a telephone?

A: For resident customers, it may be more cost effective to purchase a telephone rather than lease it. However, the decision to purchase a telephone must be balanced against the costs of repair and replacement.

Q: Where can I buy or lease an amplified handset or light relay?

A: Local telephone companies are leasing amplified handsets and light relays. For more information call C&P's Center for Disabled People at 872-8657 TDD or 872-8655.

Q: How do the changes in the phone system affect hearing impaired people?

A: The average voice call runs about three minutes and the average TDD call runs about 10 minutes. Therefore, for local services, hearing impaired persons should consider flat rates if a choice is available. Over the years the Bell System has been committed to providing services for disabled persons and has developed devices to assist them. Local phone companies have provided them below costs since all rate payers shared the cost. The recent passage of the Telecommunications for the Disabled Act ensures that the status quo will be maintained and that, locally, C&P will continue to subsidize equipment. The Act also establishes uniform standards to ensure that essential phones are compatible with hearing aids throughout the nation.

Q: Where can I get more information about changes in the phone system?

A: Call Telecommunications Services Department, x5453 or x5085 voice or x5462 TDD. You can also call C&P's Let's Talk on 1-800-555-5000 voice or 1-800-626-4388 TDD between 9 a.m.-5 p.m. weekdays.

Jobs Available

Some of the advertised staff positions may already be filled. For updated information, call the JOB RECORDING in the Personnel Office, x5514 or x5520 TDD.

STAFF

SECRETARIAL POSITIONS: Contact Personnel for listing.
OCCUPATIONAL THERAPIST: KDES
PHYSICAL THERAPIST: KDES
PLACEMENT COUNSELOR: Counseling & Placement
CAREER COUNSELOR FOR MULTIPLY HANDICAPPED: Counseling & Placement
SENIOR APPLICATIONS PROGRAM-MER/USER SERVICES: Computer Services
APPLICATIONS PROGRAMMER/USER SERVICES: Computer Services
MANAGER, ACADEMIC APPLICATIONS: Computer Services
MANAGER, BUSINESS APPLICATIONS: Computer Services
COACHING POSITIONS: MSSD
SENIOR APPLICATIONS PROGRAM-MER/BUSINESS APPLICATIONS: Computer Services
ASSISTANT DIRECTOR OF FINANCIAL AIDS: Student Affairs
DIRECTOR OF STUDENT LIFE: MSSD
DEVELOPMENTAL COUNSELORS: Student Affairs
HEAD RESIDENT ADVISORS: Student Affairs
MANAGER, AFFILIATED SCHOOLS PROGRAM: Outreach
ASSISTANT SHIFT SUPERVISOR: Safety and Security
STUDENT RECRUITER: Admissions
RESEARCH ASSISTANT: Sensory Communication Research Laboratory
MECHANIC IV: M&O Maintenance Services
ASSISTANT DEAN, SCHOOL OF

PREPARATORY STUDIES/DIRECTOR OF STUDENT AFFAIRS: Student Affairs
GRADUATE ASSISTANT/LIBRARY ASSOCIATE: Library
VIDEO-AUDIO SYSTEMS OPERATOR: Technical Support Services
BUYER I: Contracts & Purchasing
DIRECTOR OF STUDENT LIFE (College): Student Affairs
INTERPRETER: Gallaudet Interpreting Services
INFORMATION ASSISTANT: National Information Center on Deafness
ELECTRONIC TECHNICIAN: Technical Support Services

FACULTY

FACULTY POSITIONS/STUDENT AFFAIRS STAFF: Northwest Campus
SIGN LANGUAGE INSTRUCTOR: Dept. of Sign Communication (Northwest Campus)
INSTRUCTOR/ASST. PROFESSOR: English Department
INSTRUCTOR: English Department
INSTRUCTOR/ASST. PROFESSOR: Department of Physical Education and Athletics
ASSISTANT AND GRADUATE ASSISTANT: English Department
INSTRUCTOR/ASST. PROFESSOR: Department of Romance Languages
INSTRUCTOR/ASST. PROFESSOR: Romance Languages/Latin American Studies
VISITING SCHOLAR: Department of Psychology
FACULTY POSITION: Department of Mathematics
FACULTY POSITION: Department of Mathematics (help implement new Computer Science major)
HEAD LIBRARIAN: Gallaudet College Library
SPEECH PATHOLOGIST: MSSD

Classified Ads

ROOMMATE NEEDED: Mature male for townhouse in Woodstream area, rent negotiable. Call Ron G., x5916 or x5893 evening—leave message.

FOR SALE: Model 19 TTY, \$125. Call Cindy, x5959 or 341-2686, both TDD.

ROOMMATE NEEDED: to share apt. next to Gallaudet. Must love animals, 25 years and up, non-smoker, neat and quiet. Own room, w/d, \$200 plus half utils. Call Karen, 544-3712.

SERVICE AVAILABLE: The Georgetown Women's Club invites female students and hearing impaired persons at Gallaudet to make hair and make-up appointments with Gregory Shelton, who knows sign language. Appointments can be made by calling 333-7650 voice or TDD. Gallaudet students and staff will get discount rates with identification. The address is 3251 Prospect St. NW.

FOR SALE: Minolta camera and lenses; 2 Minolta XG7 bodies, with one 50 mm 1.4 lens, a 28 mm 2.8 lens and a 135 mm 2.8 lens. Like new. All for \$600 or will sell in part. Call Charlie, x5445 voice or TDD, or 734-9586 during the evening.

Classified advertisements are printed free of charge as a service to Gallaudet community. Advertisements can run a maximum of two weeks. Classified ads can be submitted by sending them to *On the Green*, Chapel Hall.

Carnival scheduled

The Alpha Sigma Pi Fraternity will present its 34th annual carnival on April 9, 1983 from 6 p.m. until??? The event will be held at the Kendall parking lot. Chances for drawings for prizes will be sold every Monday and Wednesday from 11 a.m.-1 p.m.

The administration's response to the DRCC

In the months between December, 1979 and November, 1982, the Deafness Related Concerns Council, established by the president of the College, investigated four areas of interest of deaf people at Gallaudet. The DRCC reported its findings to President Merrill with regard to *Interpreting at Gallaudet College* (December, 1981), *Telecommunication Devices for the Deaf at Gallaudet College* (April, 1982), *Orientation to Deafness and Deaf People* (June, 1982) and *Employment of Deaf Persons at Gallaudet College* (November, 1982).

The Central Administration of the College—the vice presidents, assistant vice presidents, special assistant to the president and the president—considered the DRCC reports separately, as they were presented, and the work began. The first report received, *Interpreting at Gallaudet College*, recommended some changes that were already being made. As succeeding reports were studied it was apparent that the administration perceived many of the same needs as the DRCC and a substantial number of the Council's recommendations were under consideration.

Central Administration met on Jan. 17, 1983 at an all-day retreat to clarify for the DRCC, and for the administration, which recommendations have been accepted, which were not accepted or were modified in accordance with the philosophy or policies of the institution, and which can be accepted in principle but cannot be implemented at this time because of budget constraints. A record of this "summing up" and some explanations for the decisions made by Central Administration follow.

Interpreting at Gallaudet

The DRCC recognized that the interpreting picture is "complex, contradictory and subtle." The Council acknowledged that Gallaudet, since its establishment, has been sensitive to the basic need for clear communication among the student, faculty and staff populations on the campus. The College is committed to simultaneous communication and makes "willingness to learn sign language" a requirement of employment. Still, there are situations where interpreters are needed. A DRCC task force began its study of interpreting services by identifying the consumers and their needs and then discussed how these needs are being met. Some of the problems addressed by the task force were: 1) conflicting in-house policies; 2) lack of formal guidelines for the interpreter referral unit and confusion about the role of that unit; and 3) lack of common guidelines on the use of interpreters

Task Force on Interpreting:

Joyce Groode
Sheila Grenell
Yerker Andersson
Kathy Burton
Albert Couthen
Patricia Hunter
Mike Kemp
Mary Martone
Ronald Nomeland
Cindy Puthoff
Mary Anne Royster

and wage scales for interpreters.

The DRCC recommended 1) *that a policy on interpreting should be adopted by the College*. The School of Communication is drafting a policy.

2) *that Interpreter Referral Services operate under the School of Communication*. The recommendation was accepted and has been implemented.

3) *that IRS (now GIS) serve Gallaudet exclusively*. The recommendation was accepted and has been implemented.

4) *that GIS-determined budget requirements and costs be shared by budget units*. A plan for equitable distribution of costs is being developed within the Division of Academic Affairs and will be reviewed by Central Administration.

5) *that a committee be established to evaluate services*. This recommendation was not accepted because it would compromise the integrity of the School of Communication by encroaching upon its right to evaluate units under its aegis. The evaluation will be accomplished within the normal operational procedures of the School.

6) *that Gallaudet pay the prevailing off-campus rate for interpreting services*. Central Administration saw no way to accept wage standards imposed by the inflated Washington economy. A fee schedule will be developed that will address the different levels of services to help offset the inability of the College to pay the market rate in every instance.

7) *that the unit employ hearing impaired sign-to-voice interpreters*. This will be considered in developing the policy.

8) *that two qualified interpreters be available at major events or that they be cancelled*. Central Administration agreed that two qualified interpreters is a reasonable requirement, but objected to the cancellation of major events in lieu of asking our own highly qualified faculty or staff to assist in such an emergency.

9) *that IRS (GIS) provide interpreters to part-time faculty or visiting lecturers from off-campus who do not have sim-com skills*. This is the current practice.

10) *that IRS budget for interpreting services when Consortium or special students register here and that Gallaudet encourage other colleges in the Consortium to provide interpreters for deaf students taking courses on their campuses*. The interpreter policy statement will address these situations; other colleges are required by law to make classes accessible to deaf people; Gallaudet provides interpreter services for our students who attend classes at other colleges.

11) *that departments requesting interpreters determine needs and give specific information well in advance*. This recommendation was accepted and the departmental request form will require provision of this information.

12) *that instructors and students not act as interpreters in the classroom*. Central Administration recognized the varying needs for interpreters in the classroom but suggested that, when a minute or two of interpreting is required, bringing in an interpreter would be impractical. The recommendation was accepted in principle and the policy will address the exceptions.



DRCC members, from left, are Eric Malzkahn, Mike Kaika, Barbara Kannapell, Ausma Smits, Harvey Goodstein and Deborah Sonnenstrahl.

13) *that IRS (GIS) educate other agencies about their responsibilities*. Now that GIS serves only the campus, the unit's contact with outside agencies is minimal and Central Administration suggested that advocacy is more appropriately the job of the special assistant to the president, the Information Center and others.

14) *that the School of Communication educate the campus community about current appropriate terminology*. The DRCC mentioned the use of "sign to voice" instead of the old expression "reverse interpreting." Central Administration accepted the recommendation.

15) *that the secretary-interpreter position be recognized*. Central Administration agreed and this position is recognized.

16) *that multiple-handicapped students be served by SSS*. This is the current classroom practice but there are group meetings where several interpreters trade off. GIS and SSS will work together to satisfy the needs of students.

17) *that GIS develop guidelines and an information sheet*. A policy is being developed and an information sheet will be distributed.

The last major recommendation, number 18) *addressed the possible need for interpreters in the classroom*. While this suggestion is controversial and must be approached in a way that will preserve the important philosophy and traditions of the College, Central Administration recognized the validity of the concern and has a proposal from the School of Communication under consideration.

Telecommunication Devices for the Deaf at Gallaudet College

The recommendations of the DRCC regarding TDD access on the campus were relatively simple and helpful to the administration. Several of the suggestions on 1) *purchase and repair of TDDs* are already being handled in accord with the recommendations. For instance, three preferred TDD brands have been identified so that purchase and repair will be cost-effective, and one buyer in the Purchasing Department will be assigned to TDDs.

Recommendation 2) *that every*

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department on campus have at least two TDDs was modified by Central Administration. Every department will be accessible by TDD. Other recommendations were:

3) *that phones will be placed where there is immediate access to TDDs*. Central Administration agreed.

4) *that each public pay phone have an accompanying TDD*. In placing TDDs in some areas, there is a problem of theft, not only of TDDs but of parts. Signs will be posted to direct users to the nearest pay phone and TDD. Central Administration agreed that more pay phones with TDDs are needed.

5) *that the College establish a repair center*. Central Administration agreed to try (a) having more replacements on hand, (b) contracting for repair services and, if necessary, (c) establishing a position here. Ten TDDs have already been purchased for back-up and are available from Central Stores.

6) *that a TDD etiquette brochure should be published and distributed on campus*. This information will be included in the employee orientation program.

The DRCC suggested that, on half a day each year, all phone communication apart from incoming off-campus calls would be via TDD only. Since there are 1,500 employees on campus and approximately 250 TDDs, Central Administration felt this suggestion was impractical, but will entertain other ideas to help sensitize the campus community to the issues involved in using TDDs. Central Administration agreed with the DRCC that the College needs to provide TDD accessibility to all of its departments, needs to make the location of TDDs apparent to visitors, must streamline repair service and work to improve the performance of people who answer telephones so that TDD calls are completed with the same regularity as voice calls.

Task Force on Orientation:

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Malcolm Grossinger
Gerilee Gustason
Steve Kallan
Barbara Kannapell
Rex Lowman
Bette Martin
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Matt Searls
Carolyn Williamson

Orientation to Deafness and Deaf People

The DRCC established a Task Force on Orientation that focused on how well new personnel are being informed about the special requirements and commitment associated with employment at Gallaudet. The Council recognized that, not only are new employees expected to communicate with deaf people on the job, but they often represent the College and deaf people to the "man on the street." They need communication skills, a sensitivity to deaf individuals, a general education about the College and its place in the history of deaf people and, occasionally, the ability to communicate all of this to others.

After taking a hard look at what Gallaudet is doing now to orient new personnel, the DRCC made six major recommendations. Recommendation 1) *outlined a comprehensive orientation program.* Central Administration accepted the recommendation. Donald Torr, assistant vice president for College Educational Resources, has the administrative responsibility for the program which is currently being developed with the assistance of a College-wide committee. DRCC member Barbara Kannapell will act as coordinator. Recommendation 2) *that all employees be required to attend and that the Board of Trustees and the Board of Fellows be invited to orientation sessions* was accepted (the Boards receive orientation now). The remaining recommendations were accepted or accepted with little modification by Central Administration. They were:

3) *that budget unit heads arrange release time for orientation and maintain a checklist of completed modules.* Central Administration agreed to part one of the recommendation and it is the current practice. Central Administration did not accept the idea of budget unit heads keeping track of the components completed by each employee in their units.

4) *that there be three levels of orientation for new employees in accord with job descriptions and a time frame for completion.* Central Administration accepted the recommendation pending modifications to fit the orientation plan.

5) *that Gallaudet College establish the position of full-time director of orientation.* Central Administration gave Barbara Kannapell the temporary assignment of coordinating the design of the orientation program. When it is in place, the question of a permanent assignment will be addressed.

6) *that a planning committee be established to plan and oversee the orientation program.* An advisory committee is in place. Though it is set up somewhat differently than the structure suggested by DRCC, the committee is representative of all of the divisions of the College.

Employment of Deaf Persons at Gallaudet

This last report of the DRCC discussed the issues of appropriate job descriptions, recognition of experiences unique to deaf people, practices that may deter the recruitment and hiring of deaf people and the identification of possible discrimination.

Of the 32 specific recommendations in the report, it might be easiest first to highlight those that were considered to be in conflict with college or university practice, or, for other reasons were not accepted by CA.

Recommendation 2) *suggested that a personnel advisory committee be established consisting primarily of deaf people and 6) described how this group would function.* The current hiring process is time consuming and Central Administration was unwilling to make the procedure more cumbersome.

Recommendation 3) *that faculties select specific deaf people to participate as resource persons on hiring* was not accepted. All professional people are expected to participate in the hiring process as required, and this selection might be discriminatory. Recommendations 8, 10, 15, 21, 22 and 27 suggested some adjustment to requirements for hiring, promotion and granting of tenure. Central Administration consistently refused to accept any diminution of standards currently in use at Gallaudet.

Although the members of Central Administration were firm in their resolve to maintain traditional higher education requirements in hiring, promotion and the granting of tenure, they did recognize the need for the College to continue to make accommodations for deaf people who may need assistance in acquiring additional qualifications. One specific recommendation, 26) *that time and funding be made available to deaf faculty members for interpreters and tuition,* is under consideration.

The remaining 23 recommendations were:

1) *that the Personnel Office expand the position of job development specialist to include the responsibility of actively facilitating employment and promotional opportunities for deaf people and of serving as the deaf resource person in matters affecting recruitment and employee relations.* Central Administration accepted the recommendation and Malcolm Grossinger will act in this capacity.

4) *that job descriptions clearly convey minimum qualifications and duties at the time of hire.* Central Administration accepted and the Personnel Office does strive for accurate descriptions of positions.

5) *that the Personnel Office offer workshops for supervisors who write job descriptions and announcements.* The Personnel Office has always assisted supervisors who are in the process of developing positions announcements and job descriptions. The Personnel Office also conducts regular workshops for supervisors where procedures are discussed.

7) *that minimal attainment levels for sign language and orientation be identified and incorporated for each position at both the hiring and promotion levels.* A comprehensive orientation program is being developed. Job descriptions currently include sign language requirements.

9) *that guidelines be revised to require simultaneous communication*

competency prior to the assignment of classroom responsibilities and that the orientation program be expanded until the individual achieves competency provided this can be attained within one year. Central Administration agreed to consider and extended period of orientation and the School of Communication has proposed a plan.

11) *that recruitment procedures be revised to enable in-house promotions and transfers before an off-campus search is made.* Central Administration accepted this recommendation.

12) *that training/instruction be provided to members serving on screening committees and to those in a position to determine the outcome to assure objectivity.* These instructions are given during screening committee orientations.

13) *that only those individuals who are capable of being professionally objective should serve on screening committees; others should disqualify themselves.* The job development officer and EEO officer stress objectivity during orientation sessions.

14) *that consideration be based on material submitted by the applicant or obtained through the provided references, rather than what may already be known about the applicant, whether deaf or hearing, and that selection basis be strictly job related.* The administration was unable to respond to this

Task Force on Deaf Employment:

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statement because it deals with attitudes of individuals. Objectivity is stressed during orientation.

16) *that the deaf resource person or job specialist review resumes of deaf persons not selected to ensure that potentially employable deaf applicants are not overlooked.* Central Administration accepted the recommendation, and Jerry Lee, vice president for Business Affairs, will develop guidelines.

17) *that people involved in the hiring process receive training for interviews and be made aware of the reasons why a deaf candidate might not perform as well as a hearing candidate in an interview situation.* Central Administration agreed with the recommendation, and an orientation will be provided.

18) *that the EEO officer and job development specialist should meet with screening committees and discuss procedures.* Central Administration agreed, and this is the current practice.

19) *that individuals responsible for interviewing should have proficient sign language skills and be capable of comprehending the less-than-perfect speech of the deaf. When this is not the case a highly competent interpreter should be provided, preferably in the area of the candidate's specialization or as suggested by the candidate, and the interpreter and the candidate be given a chance to become familiar with one another in advance.* Central Administration accepted the recommenda-

tion with the exception of the phrase "preferably in the area of the candidate's specialization or as suggested by the candidate." A qualified interpreter will be employed.

20) *that all candidates should have the opportunity to meet with a deaf interviewer.* All candidates should meet a deaf person if possible, but the number of job applicants precludes all candidates being interviewed by a deaf person.

23) *that supervisors and administrators complete the appropriate level of orientation before they are assigned full responsibilities of the position and that they complete the sign language training required within the time frame to retain the position.* Central Administration held this decision pending review of the completed orientation program.

24) *that at the time of appointment, the candidate's rank and salary be set to reflect sign language competence, related experience with the deaf or other handicapped people (both life and work) as well as other credentials.* To remain in compliance with equal employment opportunity legislation, life experience cannot be a consideration for only one category of applicants. However, the skills acquired through this experience are a part of a candidate's qualifications.

25) *raised the question of benefits for full-time temporary faculty members who are fully qualified but are not permanent due to the lack of an available budgeted position.* The vice president for Academic Affairs will address this question and propose an alternative recommendation.

28) *that all offices responsible for personnel employ individuals competent in sign language to serve as "employee relations" persons.* Central Administration agreed, but this would not be the only responsibility of the person in this position.

29) *that career ladder positions be established and supervisors be trained to develop the skills of deaf employees.* Central Administration accepted the recommendation and this is the practice, but supervisors are responsible for these activities for the benefit of all employees.

30) *that administrators encourage the participation of deaf employees in programs and committees so that others become aware of their skills.* Central Administration agreed.

31) *that the job development specialist develop a variety of workshops and presentations to promote positive relationships between deaf and hearing employees, and job related skills.* Central Administration accepted the recommendation, and these activities are underway.

Recommendation 32), the last proposed by DRCC in this report, was *that the administration review, in three years, progress made on the areas identified by the Council.* Central Administration agreed.

Central Administration made its decisions based on the current policies and budget priorities of the College. As Gallaudet moves through the 80s under new leadership, some of its priorities will shift and funds will be allocated accordingly.

Central Administration agreed that the DRCC has done a fine job in identifying areas of need and, sometimes, aggravation. On the other hand, from the data gathered by the DRCC, the College can be proud of its record and it will continue to strive to be responsive to the deaf people it serves.